

The Church School Teacher

Volume XIX

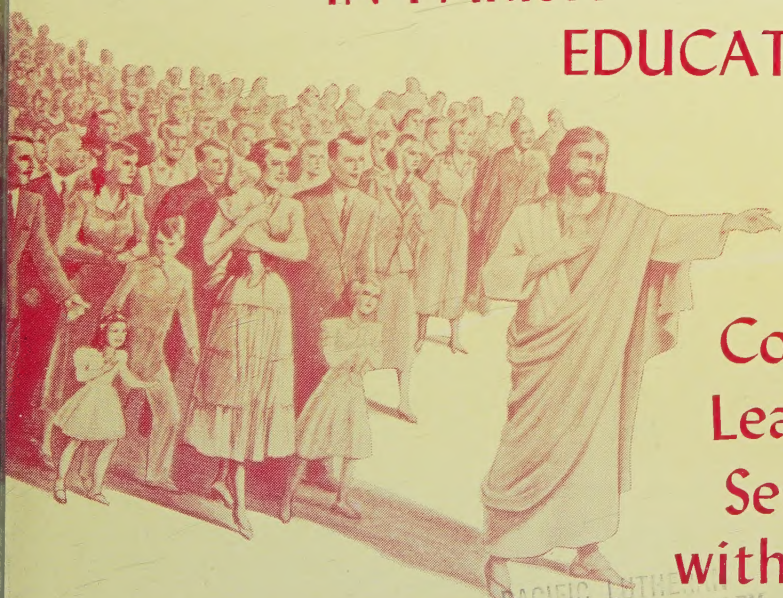
SEPTEMBER 1950

Number 7

Forward . . .

IN PARISH

EDUCATION



Come!
Learn!
Serve
with Us!

PACIFIC LUTHERAN
THEOLOGICAL SEMINARY
LIBRARY

MAGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

VOL. XIX

No. 7

SEPT. 1950

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CONTENTS

ARTICLES

PAGE

MAKING THE MOST OF PRESENT
EQUIPMENT 3

AS THE SUPERINTENDENT SEES IT 6

SUNDAY SCHOOL TEACHER'S MEETING .. 10

SUGGESTED AUDIO AND VISUAL AIDS .. 11

HELPS FOR TEACHING CHRISTIAN
GROWTH SERIES

BEGINNERS II, FIRST QUARTER 15

PRIMARY I, FIRST QUARTER 18

JUNIORS I, FIRST QUARTER 23

INTERMEDIATE I, FIRST QUARTER 26

A PROMOTION DAY SERVICE 30

ACTIVITIES IN THE FIELD 32

EDITORIAL

IN THIS ISSUE 1

COVER:

FROM PARISH EDUCATION MONTH POSTER

Published monthly except during July and August by the Augustana Book Concern under the auspices of the Board of Parish Education of the Augustana Lutheran Church. LAEL H. WESTBERG, Editor, 2445 Park Avenue, Minneapolis 4, Minnesota. Yearly subscriptions: five or more to one address, 90 cents each. Single subscriptions, \$1.10. In changing address give both old and new address. All literary contributions should be sent to the editor. Address all business correspondence to Circulation Department, Augustana Book Concern, Rock Island, Ill. Entered as second-class matter December 24, 1931, at the post office at Rock Island, Ill., under act of March 3, 1879. Printed in U. S. A.

The Church School Teacher

VOL. XIX

SEPTEMBER 1950

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In This Issue

By L. H. WESTBERG

*Forward in Parish Education!
Come! Learn! Serve with us!*
With that invitation the church schools of all churches within the National Lutheran Council begin the 1950-51 year.

It is significant that two thirds of the Lutheran Church schools in the United States and Canada will be promoting their work this fall with a common theme and will use posters, tracts, and workers' recognition folders which are the co-operative work of their boards of parish education. Students of Lutheran unity have frequently suggested that we must seek unity "in the area of life and work, in the sphere of practical, down-to-earth co-operation" and that Lutheran unity "waits upon more work and less talk." This year's Parish Education Month material is the outcome of such quietly determined co-operative work.

Posters and samples of other materials have been sent to your pastors and superintendents. Please order your stock promptly and see that September really becomes Parish Education Month in your congregation.

A Call to Christian Growth

*Forward in Parish Education!
Come! Learn! Serve with us!*
is not an empty promotional slogan. It is a call to Christian Growth. It has a meaning in a civilization whose life is fast ebbing only because the invitation's dynamic is One who is the Resurrection and the Life; who was in the beginning, is now, and ever shall be; who is in the world but is "far above all rule and authority and power and dominion, and above every name that is named, not only in this age but also in that which is to come . . . For I

am sure that neither death, nor life, nor angels, nor principalities, nor height, nor depth, nor anything else in all creation, will be able to separate us from the love of God in Christ Jesus our Lord."

For the next few months our magazine's themes will be centered around the parts of the slogan. This month it is *Come with us!* The articles lead us into the fields of building and equipment, audio visual and other helps for preparing the fall quarter lessons, a Sunday School staff meeting and a promotion day service. It is a solid issue.

Come to Christ

But *Come with us!* is basically an invitation to come with us to Christ. Come with us to Christ who said "And, I, if I be lifted up, shall draw all men to me." Come with us to Christ, and let him who is the very fulfillment of the law and the prophets convince and convict us of our incompleteness in even the simplest

obedience. Let him work in us repentance that we can say with St. Paul "For I do not do what I want, but I do the very thing I hate." Let him work in us the confession "Wretched man that I am" and the admission of our total failure to extricate ourselves "Who will deliver me from this body of death?" And let him work in us the cry of faith, the cry of the enlightened heart of the believer: "Thanks be to God through Jesus Christ our Lord! . . . Christ has set me free . . ." Romans 7. 25 and 8. 2.

We need to come daily to our Lord for renewal in this relationship to him. Surely, in a special way we need such renewal as we begin another school year. "Renew a right spirit within me," prays the psalmist, "Restore unto me the joy of thy salvation . . . Then will I teach transgressors thy ways" — *fellow-transgressors* we might add, "lest anyone should boast."

FORWARD IN PARISH EDUCATION!

COME! LEARN! SERVE WITH US!

Making the Most of Present Equipment

By THE REV. R. A. VOGLEY

Director of Parish Education, American Lutheran Church

IN MORE and more of our Sunday schools the problem of adequate room and equipment is becoming more acute. Between 1947 and 1949 our church-wide Sunday school enrollment increased by 22,769 members. We can not determine the average increase in each school. Some schools have just the same enrollment. Other schools have increased 20%, 30%, or even 50% in those two years. Your school may have had an even higher percentage of growth.

Many of our schools are now occupying every available square inch of space. They are using the kitchen, the corridors, and row after row of seats in the church itself. Yet, it might be very wise to appoint a committee to study your situation. In fact, in some cases it is wiser to have two committees study it. One committee could be from the Sunday school itself, consisting of teachers and officers who know the situation and the present arrangements. The other committee could look at

your rooms and equipment more objectively. The reports from the two committees might show some new possibilities which have not been considered.

S.S. "F.B.I."

Recently I was in a church where some of the men had made small chairs from orange crates. The little children who were sitting in the front pews used these little chairs during their class session. How are you using chairs and tables? Is it possible to have two sizes of legs for the tables so that they can be used for grown-ups and for children? What use are you making of your visual equipment? Do you have a picture file that is the property of the Sunday school rather than of the individual teacher? Perhaps more use can be made of pictures if you compile a record of your collection. Storage space is generally at a premium. It might be wise to have another committee, not merely clean the shelves by dusting them, but examine the

contents to see just what can be kept and what should be discarded.

What new equipment do you need in order to make the best use of your present space? We have talked again about curtains, movable screens, and other types of partitions which will give some semblance of privacy to the various classes.

Enrollments

In our own American Lutheran Church we must consider these eventual enrollments. You must determine your own probable percentages of growth according to the general birth rate and population trend in your area. These figures which I am going to give are based upon our American Lutheran Church's baptismal records. You can use your own baptismal records to determine your own percentages. I am giving these figures and percentages on the basis of 1950 enrollments and their corresponding enrollments in future years according to the baptismal records. We do not know your enrollment or the church-wide enrollment in 1950 in the various departments, but we can give you some general averages.

If you are crowded in your Beginners' Department this fall you need to think and plan for the Beginners' Department in 1953. Our 1950 Beginners' Department enrollment is based upon our 1945 and 1946 baptisms which totaled 38,050. Our 1953 Beginners' Department is based upon our 1948 and 1949 baptisms which total 48,973. That is a church-wide increase of 29.4%. If you now have 40 Beginners, in 1953 you may have 52 Beginners. You will need room and equipment for 12 more children and at least one more teacher.

Our present Primary Department is the largest we have ever had in the church, yet by 1955 the Primary Department throughout the church should be 32.8% higher than in 1950. You can figure from the baptisms in your own church and the population trend in your area, how much additional equipment you will need for your Primary Department by 1955.

All these changes will be gradual in the church. But consider this church-wide situation in 1953. Our Junior Department then should enroll 60% more pupils than in 1950.

Consider the Future

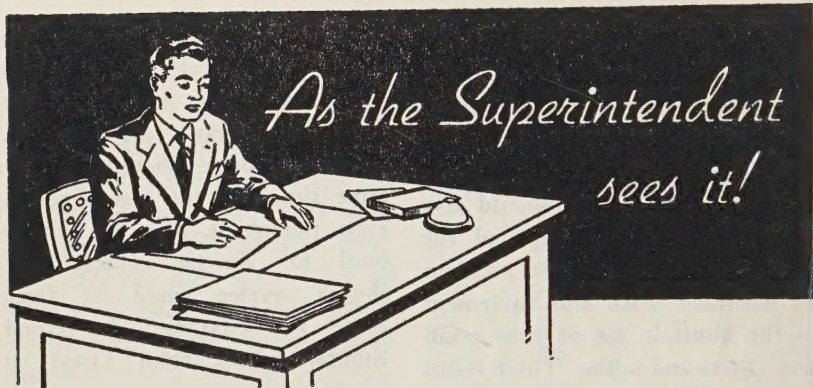
The reason we mention these percentages is that committees studying how your school can make the best use of present facilities and equipment should also consider the future. One of the possible solutions to the problem of adequate space and equipment is the multiple use of your room and chairs and tables. There seems to be a growing trend throughout the church not to build a church building large enough so that the entire congregation can assemble for one worship service but to have two services. There is no reason why the same situation can not prevail in our Christian Education program. There is no rule except the rule of tradition that there should be only one Sunday school session on Sunday morning.

If you have a double church service, then you may have church and Sunday school from 8:45 to 9:45, Sunday school from 10:00 to 10:50 and church at 11:00. Or, you may have your double Sunday school session at the 11:00 service and make your first service from 8:45 to 9:40, Sunday school 9:50 to 10:50 and church at 11:00. You must determine the general age average at either service to know which departments of the

Sunday school should go into a double session. If you have a single service you may have Sunday school from 9:00 to 9:50. However, there should be the same time for the lesson period even though it is a 50 minute total for Sunday school. The church service could be from 10:00 to 11:00 and the second Sunday school from 11:00 to 12:00.

The Church of Tomorrow

There is no one easy solution to the problem. So we recommend that at least two study committees look at the total picture in your church. Factors of distance, transportation, tradition and the potential of enrollment must determine the individual answers to individual problems. We do ask your committees to abolish one ancient idea, namely, that anything is good enough for the children. Even though the children can not vote or even though the children do not give large sums of money to the support of the church, nevertheless the congregation's attitude toward its children will be reflected years later in the children's attitude toward God and toward the church.



Help Your Building Committee

By CARL A. SWENSON

Superintendent, Gloria Dei Lutheran Church, St. Paul, Minnesota

THE SUBJECT of building for Christian education has provided much food for thought for pastors, church school superintendents, teachers, and building committee members. In these days when every church is noting an increase in the use of its physical facilities for the church school, great consideration must be given to the expansion of these facilities for the effective teaching of the increasing number of children. A great amount of useful material has come from the various church bodies to help in the planning of church buildings, but the ideas advanced must be tested constantly in the practical program of teach-

ing in the church school. It is the intention of this writer to present some of his reflections upon church school facilities in order that others contemplating building programs may anticipate some of the problems.

At the outset it is assumed that any church planning construction will place great importance upon the adequacy of the parish house in the teaching program of the church. But in order to determine fully these needs, the entire teaching program of the church must be analysed in terms of the number of children expected to be served, the size of the various classes, whether worship services

are separate from class instruction or integrated, and other considerations.

It is evident that the considerations will be somewhat different in the case of a parish house addition to an existing church as contrasted with the erection of a church and parish house as a unit. In the latter situation some compromise must be made as to the adequacy of the physical plant because of the inevitable insufficiency of funds. But many factors are common to both ventures.

Anticipate Increase

First, the number of children to be served in the foreseeable future must be anticipated. If at all possible, provision must be made to accommodate all of them, thereby obviating the necessity of building a costly addition at a later time. Unless funds are lacking, plans should be made for taking care of an anticipated increase in enrollment of forty per cent over the next ten years. To make most efficient use of available money facilities should be flexible so that more children can be served by the same number of rooms as enrollment grows.

Size of Classes

The next consideration involves the decision as to the class size.

I think it can be said safely that about twenty children in the primary and beginners' department can be put into one class, thereby using a larger room, while in the junior and intermediate departments, ten to twelve is the proper number. Because of the methods of teaching in the latter departments, no more than one teacher per class can ordinarily be employed. Consequently in the upper grades more rooms are used than in the lower grades for the same number of children. The theory has been borne out in practice that larger classes can use facilities more efficiently than smaller ones, with the result that the size of rooms needed will depend upon the size of classes contemplated. It is advisable to study the entire teaching program well in advance of the time for making suggestions to the architect. Because of the current high cost of construction, bear in mind that rooms be multipurpose and designed for use more than one hour per week.

Partitions

There has always been considerable debate over the question of individual classrooms with solid partitions as against larger rooms with movable partitions or curtains. I am inclined to a middle

ground position and feel that both kinds should be included in the building. There will thus be insured a greater flexibility of space. At the same time there will be a number of private rooms. Of course the inclusion of large rooms in the building brings up the problem of the kind of partition to be used. There are several types available—wooden folding doors, curtains, and modern accordion-pleated partition. Because of the expense of partitions it is usually advisable to defer installation until the most practical type for the particular church concerned can be purchased. The accordion-pleated partition is probably the most satisfactory, but is also the most costly.

Facts and Figures

The persons who are most concerned about securing adequate teaching facilities should be prepared in their approach to the building committee to have facts and figures to present. The average church member has an inadequate conception of the facilities needed in the administration of a church school worthy of the Lutheran Church. Consequently the committee must have help in deciding what goes into the parish house. One set of data which is

usually valuable is the number of square feet of classroom space needed for each child in the various grades. The following table is recommended as being standard although the average church school will not be able to attain these ideal areas.

Pre-nursery and nursery, 20 to 30 square feet.

Four and five-year-olds, 20 to 25 square feet.

Six to eight-year-olds, 10 to 15 square feet.

Nine to eleven-year-olds, 10 to 15 square feet.

Twelve to fourteen-year-olds, 10 to 12 square feet.

Fifteen-year-olds and older, 9 to 10 square feet.

Adult, 7 to 10 square feet.

In assembly rooms seven to eight square feet per person is desirable. Church school officers should always seek the ideal, but should not feel discouraged if they encounter the realistic facts of modern construction costs.

The matter of building materials is a technical one and hence is generally left to the architect's discretion. However, those responsible for the church school should be aware of certain materi-

als which are virtual necessities in the parish house. One of these is *accoustical plaster*, a material having deadening qualities. A parish building without some method of sound minimizing becomes a babel of all kinds of noises. In addition to this the floors, particularly in the corridors, should be laid with rubber tile thus lessening the noise of the children's feet.

Public Address System

As for *Equipment*, each church's purchases will vary according to the amount of money available. One absolute necessity, in the writer's opinion, is the installation in all rooms and corridors of wiring for a public address system. When, at a future time, money becomes available for the purchase of a public address amplifier, the speakers can be installed readily in the selected places at relatively little cost. A projection booth for slides and movies is sometimes suggested. But this is an expense which is probably not warranted unless the space also can be used for other purposes. The advantage of such centralization is that it limits visual education to one room. In planning for both building and equipment, the long term future ought to be

given consideration because it is evident that teaching methods will be changed and improved.

Never Again the Dingy Basement

In this article the writer has not tried to philosophize on the role of the church school, but has rather intended to set out practical advice to those contemplating building programs. However, it is my conviction that a church school building project should not be undertaken until a theory of the place of the church school is formulated. Our educational facilities must never again be assigned to dingy church basements.

The Lutheran Church is a preaching and teaching church, but in our emphasis upon the worship life, we frequently lose sight of the latter. Unfortunately, there are still among us those who say, "I had to sit in a church pew when I went to Sunday school, and the children nowadays can do the same." In view of this, church school leaders are advised to have a broad conception of the means and methods of teaching the Word of God and constantly seek to improve facilities consistent with their tremendous responsibilities.

September Workers' Conference

Sunday School Teachers' Meeting

Theme: "Forward in Parish Education. Come, Learn, Serve With Us." (1950 P. E. Month theme.)

Suggestions for Agenda:

I. Forward in Parish Education

A report by the superintendent or committee in charge of P.E. Month activities. Let it include the following:

- a. Are places for P.E. posters chosen? Will posters be displayed in best places?
- b. Have P.E. Month tracts been received? Are plans made to distribute them effectively?
- c. What use will be made of Sunday bulletins to promote P.E. Month?
- d. What plans have been made for special emphasis within Sunday schools?
- e. What special *Promotion Day* programs have been planned?

II. Come With Us

A report by the enrollment secretary or committee to include:

- a. Study of the S.S. roll, congregation records, and community for prospects.
 1. Nursery Roll
 2. New families in community
 3. Other prospects
 4. Evangelistic outreach of S.S. children in public schools.
- b. Promotions to new classes. (Teachers should get lists of new pupils.)

III. Learn With Us

1. Report and discussion on teaching materials and equipment.
2. Report on summer institutes, workshops.
3. Report and discussion on plans for fall training.

Suggested Audio and Visual Aids

Prepared by *BERNEICE SWARD*

*Chairman, Christian Growth Committee
Augustana Lutheran Audio-Visual Association
Los Angeles, California*

Christian Growth Series, Intermediate I, First Quarter

LESSON 1

Have We Made Our Choice

SVE Kodachrome Slides

Ha647. Joshua's Call. (Joshua 1. 1-4.)

Ha62. Elijah and the Prophets of Baal. (1 Kings 18. 22-40.)

Ha745. Consider the Lilies. (Matthew 6. 28-34.)

Filmstrip

The Ten Commandments Visualized. Set of 10 filmstrips. Purchase price, \$20.00. No. 2. The First Commandment.

LESSON 2

How Do We Use God's Name?

SVE Kodachrome Slides

Ha72. The Sermon on the Mount. (Matthew 5. 6.)

Ha870. Washington Prayed for His Country at Valley Forge.

Filmstrip

The Ten Commandments Visualized.

No. 3. The Second Commandment.

LESSON 3

How Should We Observe the Day of Worship?

SVE Kodachrome Slides

Ha26. Jesus and His Disciples in the Grain Fields. (Luke 6. 1-5.)

Ha743. Jesus Chooses the Twelve. (Luke 6. 13.)

Ha 766. The Parable of the Supper. (Luke 14. 16-24.)

Filmstrip

The Ten Commandments Visualized. No. 4. The Third Commandment.

LESSON 4

How Can We Honor Our Parents

SVE Kodachrome Slides

Ha 620. Joseph Reveals Himself. (Genesis 45. 19.)

Filmstrips

Luther and the Reformation, Cranach. 85 pictures. Purchase price, \$2.00. Contains picture of Luther and his family.

The Ten Commandments Visualized. No. 5. The Fourth Commandment.

LESSON 5

Do We Have to Hate People?

SVE Kodachrome Slides

Cc512. Christ on the Cross, Rubens.

Filmstrip

The Ten Commandments Visualized. No. 6. The Fifth Commandment.

LESSON 6

How Can We Live Pure Lives?

Filmstrips

The Christian Family. Church Screen Productions. Purchase price, \$2.50. With manual.

The Ten Commandments Visualized. No. 7. The Sixth Commandment.

LESSON 7

Are We Always Honest?

Filmstrips

The Ten Commandments Visualized. No. 8. The Seventh Commandment.

Motion Picture

Stephen, First Martyr. Association Film. 24 minutes. Rental, \$6.00.

LESSON 8

How Can We Manage Our Tongues?

Filmstrips

The Ten Commandments Visualized. No. 9. The Eighth Commandment.

Let Us Give Thanks.

SVE Filmstrip. Purchase price, \$3.00.

The Story of Thanksgiving. SVE Color Filmstrip. Purchase price, \$5.00.

LESSON 9

Are We Envious of Others?

SVE Kodachrome Slides

Ha674. Micaiah Speaks the Truth to Ahab. (1 Kings 22. 7-14.)

Ha99. The Rich Fool. (Luke 12. 16-22.)

Filmstrip

The Ten Commandments Visualized. No. 10. Ninth and Tenth Commandments.

LESSON 10

What Is the Peril of Disobeying the Commandments?

SVE Kodachrome Slides

Cm985. Head of Christ, Sallman.

Filmstrip

The Prodigal Son. Cathedral Filmstrip. Purchase price, \$2.50.

Motion Picture

One More Commandment. Cathedral Film. 13 minutes. Color, Rental, \$6.00. Black and white, rental, \$3.00. This film is based on "One new commandment I give unto you, that ye love one another."

LESSON 11

God the Father and His Work

SVE Kodachrome Slides

Ha54. God Created All Things. (Genesis 1. 1.)

Filmstrip

Creation, First Article of the Apostles' Creed. Church Craft Productions. 50 frames, color. Purchase price, \$10.00.

LESSON 12

God the Son and His Work

SVE Kodachrome Slides

Cc62. Holy Night, Correggio.

Filmstrip

Redemption, Second Article of the Apostles' Creed. Church Craft Productions. 79 frames, black and white. Purchase price, \$6.00.

The Savior Is Born. SVE Filmstrip. 31 frames. Purchase price, \$3.00.

Motion Picture

The Nativity. American Bible Society Film. Sound, 20 minutes. Rental, \$7.50.

LESSON 13

God the Holy Spirit and His Work

SVE Kodachrome Slides

Ha53. The Descent of the Holy Ghost. (Acts 2. 1-4.)

Ha793. Peter Preaching After Pentecost. (Acts 2. 14.)

Si19. A Symbol of Pentecost. Seven burning lamps.

Si17. A Symbol of the Holy Ghost. The Dove with tri-radiant nimbus.

Filmstrip

Sanctification, Third Article of Apostles' Creed. Church Craft Productions. Purchase price, \$6.00.

Christian Growth Series, Junior I, First Quarter

Patriarchs and Leaders

LESSON 1

In the Beginning

SVE Kodachrome Slides

Ha54. God Created All Things. (Genesis 1. 1.)

Ha594. Fruits Created for Man. (Genesis 1. 29.)

Ha595. God Furnished the World for Man's Sake. (Genesis 1.26-31.)

Ha55. Adam and Eve Driven Out of Paradise. (Genesis 3. 1-24.)

Filmstrip

Creation, First Article of Apostles' Creed. Church Craft Productions. 50 frames, color. Purchase price, \$10.00.

LESSON 2

Trouble and a Promise

SVE Kodachrome Slides

Ha596. Noah and His Sons Building the Ark. (Genesis 6. 14-22.)

Ha597. The Dove Returns to Noah's Ark. (Genesis 8. 11.)

Ha598. God's Agreement with Noah. (Genesis 9. 9.)

LESSON 3

How to Settle Fights

SVE Kodachrome Slides

Ha598. The Call of Abram. (Genesis 12. 1-4.)

Ha599. Abram Builds an Altar to the Lord at Shechem. (Genesis 12. 7.)

Ha597. Abram Gives Lot His Choice. (Genesis 13. 1-18.)

Ha600. Three Angels Visit Abraham. (Genesis 18. 2-15.)

LESSON 4

Different Kinds of Boys

SVE Kodachrome Slides

Ha601. Hagar and Isaac. (Genesis 21. 9-21.)

Ha600. Three Angels Visit Abraham. (Genesis 18. 2-15.)

Motion Picture

Abraham and Isaac. Cathedral Film. Sound, color, 20 minutes. Rental, \$10.00.

LESSON 5

Quarreling in the Family

SVE Kodachrome Slides

Ha605. Esau Sells His Birthright to Jacob. (Genesis 25. 29-34.)

Ha606. Jacob's Ladder. (Genesis 28. 11-22.)

Ha607. Jacob in the House of Laban. (Genesis 29. 13-16.)

Ha608. Esau Forgives Jacob. (Genesis 33. 4.)

LESSON 6

A Life of Adventure

SVE Kodachrome Slides

Ha37. Jacob Gives Joseph the Coat of Many Colors. (Genesis 37. 3.)

Ha610. Joseph Dreams. (Genesis 37. 5-11.)

Ha611. Jacob Sends Joseph to See His Brothers. (Genesis 37. 13-17.)

Ha612. Joseph Sold by His Brothers. (Genesis 37. 19-28.)

Ha613. Jacob Recognizes Joseph's Coat of Many Colors. (Genesis 37. 29-36.)

Ha38. Joseph in Prison. (Genesis 39. 20.)

Ha614. Joseph Made Ruler in Egypt. (Genesis 41. 37-45.)

Ha615. Joseph Stores the Surplus Grain. (Genesis 41. 47-49.)

Ha616. Joseph Recognizes His Brothers. (Genesis 42. 7.)

Ha617. Joseph Meets Benjamin. (Genesis 43. 29.)

Ha618. The Missing Cup Found in Benjamin's Sack. (Genesis 44. 12.)

Ha619. Judah Pleads for Benjamin. (Genesis 44. 18-34.)

Ha620. Joseph Reveals Himself. (Genesis 45. 9.)

Ha621. Joseph Brings Jacob Before Pharaoh. (Genesis 47. 7.)

Ha58. The Messianic Blessing upon Judah. (Genesis 49. 10.)

LESSON 7

A Man for a Great Task

SVE Kodachrome Slides

Ha622. Moses Found by Pharaoh's Daughter. (Exodus 2. 5.)

Ha623. Moses and the Burning Bush. (Exodus 3. 2.)

Ha625. The Plaques and the First Passover. (Exodus 12. 23.)

Filmstrip

The Ten Commandments Visualized. Set of 10 filmstrips. Purchase price, \$20.00. No. 2. First Commandment.

LESSON 8

Using God's Help to Help Others

SVE Kodachrome Slides

Ha627. Moses' Sister Miriam Leads the Women of Israel in a Song of Thanksgiving. (Exodus 15. 20.)

Ha629. Moses Strikes the Rock for Water. (Exodus 17. 6.)

Ha630. The Israelites Come to Mount Sinai (Exodus 19. 2.)

Filmstrip

The Ten Commandments Visualized. No. 3. The Second Commandment.

LESSON 9

Wrong and Right Worship

SVE Kodachrome Slides

Ha631. God Speaks to His People on Mount Sinai through Moses. (Exodus 20. 1-17.)

Ha632. Moses Pleads for Israel. (Exodus 32. 11-14.)

Ha633. Moses in Anger Breaks the Tables of Stone. (Exodus 32. 19.)

Ha634. The Tabernacle and the Pillar of Cloud. (Exodus 33. 7-23.)

Ha635. Gifts for the Tabernacle. (Exodus 35. 21-22.)

Ha636. The Tabernacle. (Exodus 40. 1-15.)

Ha637. Furniture of the Tabernacle. (Exodus 26.)

Ha638. High Priest's Vestments. (Exodus 28. 1-29.)

Ha640. Tabernacle Breast Plate, Altar, Census. (Exodus 26; 28. 15; 27. 1-8; Leviticus 16. 12.)

Filmstrip

The Ten Commandments Visualized. No. 4. Third Commandment.

LESSON 10

The Right Kind of Ambition

SVE Kodachrome Slides

Ha643. The Report of the Spies. (Numbers 13. 26-33.)

Filmstrip

The Ten Commandments Visualized.

No. 5. Fourth Commandment.

No. 6. Fifth Commandment.

No. 7. Sixth Commandment.

No. 8. Seventh Commandment.

No. 9. Eighth Commandment.

No. 10. Ninth and Tenth Commandments.

LESSON 11

The Record of a Great Man

SVE Kodachrome Slides

Ha644. Moses Teaching the People God's Commandments, Statues, and Judgments. (Deut. 6. 1-7.)

Ha645. Moses Blesses the Children of Israel. (Deuteronomy 33. 1-29.)

Ha646. Moses Views the Promised Land. (Deuteronomy 32. 49.)

Filmstrip

The Ten Commandments Visualized. No. 1. Introduction. Review Nos. 2-10.

LESSON 12

Jesus Is Born

SVE Kodachrome Slides

Ha722. Angel Announces the Glad Tidings to the Shepherds. (Luke 2. 8-20.)

Ha715. Birth of Christ. (Luke 2. 1-2.)

Ha767. Jesus Our Saviour Is Born. (Luke 2. 1-40.)

Ha723. Adoration. (Luke 2. 19.)

Ha716. Presentation in the Temple. (Luke 2. 22-39.)

Church Craft Slides

Christmas Blessings. 37 scenes, 3 hymn slides. Purchase price, \$23.50

Christ Is Born. 23 color slides, 2 hymn slides. Purchase price, \$14.80.

Christmas in Bethlehem. 22 slides, 2 hymn slides. Purchase price, \$14.20.

Filmstrip, Church Craft Production
Redemption, Second Article of Apostles' Creed. Two filmstrips, 79 frames. Purchase price, \$6.00.

LESSON 13

SVE Kodachrome Slides

Ha726. The Journey to the Temple. (Luke 2. 42.)

Ha727. Christ Among the Doctors. (Luke 2. 46.)

Ha720. Finding Jesus in the Temple. (Luke 2. 41-52.)

Ha728. And Jesus Advances in Wisdom and Age and Grace with God and Man. (Luke 2. 52.)

Filmstrip, Cathedral

The Boyhood of Jesus. 40 frames, black and white. \$2.50.

The Shepherds Watch. SVE, color, 35 frames. \$7.50.

Motion Picture, Cathedral Films

The Child of Bethlehem. Sound, 22 minutes, \$12.00 rental during December, \$6.00 at any other time.

Helps for Teachers of Beginners

Christian Growth Series, Beginners II, First Quarter

By MARIE SHUPE

Staff, Board of Parish Education, American Lutheran Church

THE STAFF of the Kindergarten or Beginners Department is holding its regular meeting. They have come to the main business of the evening, that of looking over the lesson material for the next quarter. Copies of the Teacher's Guide and the Pupil's Leaflets have been distributed. The department superintendent is speaking:

We are about to finish the fourth quarter of Beginners I in the *Christian Growth Series*. Next month we will again use the first quarter of Beginners II. For most of you this material is not new. What does that mean to you? Does it mean that you feel you will not need to spend much time on preparation but can do just what you did the first time? Or does it mean that, being familiar with the lessons, you can do a better job of teaching them because now you can include some of the things you did not have time to plan for the first time, or

that were not quite clear, or that, let us admit it, you were afraid to try? Remember, too, there is a new group of children being promoted to us next month, and while these lessons are a repeat performance to us, they are new to these children.

And speaking of the children—try to get acquainted, really acquainted with them individually as soon as you can. You have known many four-year-olds, but you have never known a child exactly like any one coming in. Each will respond a little differently, because he *is* different, a different personality. I would like to spend some time at our October meeting discussing this matter. I wish you would read page 8 of the Teacher's Guide for Beginners I, First Quarter, in preparation for that discussion. I have just read *A Study of Young Children* by Strang, and I should like to pass some of her ideas on to you.

Open your Teacher's Guide to page 4 and take a look at the "Desired Outcomes" of these lessons again. I wonder to what extent we attain them. Keep them in mind as we look over the lessons and make our plans for the next three months. The Teacher's Guide for this quarter is brimful of helpful and practical suggestions.

UNIT A. BIBLE STORIES ABOUT GOD'S FRIENDS

These stories show how God's friends in Bible times set the pattern for us in Christian living. You can not talk about such men without emphasizing their Christian faith. These lessons refer directly to Outcomes 1, 2, and 3.

Lesson 1

This lesson plan begins by making us think of equipment (page 8). For one thing, blackboards are suggested. We have no place for them but I have decided to try using large sheets of paper on the flannelgraph easel. I am no artist, but I think I could illustrate this lesson with stickmen, and I know it would be effective. I can see a connection between proper equipment and Outcome 7. The story in this lesson is a good one to dramatize. You can just hear Tommy

Blank say, "You'd better get your sheep out of here!"

Lesson 2

I like the idea of that little routine on page 14. There is training for a litany and incidentally a bearing on Outcome 5. Note the practical, down-to-earth application of Outcome 3 on page 15, and think of ways to get this into the lives of the children.

Lessons 3 and 4

Be sure to use the back of Leaflet 3. Talk about the pictures and then follow through as the guide suggests (page 20). You will think of various ways of playing friends. (pages 22 and 23). "Mary, show us you are Billy's friend." Then give her a box of crayons and a paper, give Billy paper only, and see what happens.

Lesson 5

This is the end of the unit. Recall the first four stories in introducing this one. Try to accent one outstanding characteristic of each of these friends of God.

UNIT B. THANKING GOD FOR FRIENDLY HELPS

Lessons 6, 7, and 8

This is the Thanksgiving unit and we will meet again before we teach it. We will look at the

material more thoroughly then, but let us glance at it now. There are a few things I feel sure we will want to do. One is to make a Thanksgiving booklet (page 24), and another is to make the Thanksgiving poster (page 41). Maybe instead of finding those pictures yourselves you might ask a few mothers to do it, or better still, ask each mother to help her own child find several pictures. Then there is the Thanksgiving basket. The children will really enjoy this if we make it their project, not their parents'. That illustrated talk on pages 30 and 31 can do a lot of teaching, and it will be fun, too.

UNIT C. BIBLE STORIES FOR CHRISTMAS

Lessons 9 to 13

Christmas seems far away, and we will study this material carefully in November. But I want to say now that I hope we will follow the Guide pretty closely for this unit. The worship plans fit right into the lesson theme, and together with the dedication of the offering should contribute to Outcomes 5 and 6. There will be gifts and decorations to make, perhaps a service project to plan, but the Christmas story and what

it means to us is the big thing in this unit, as I see it. You know it well, but I hope you will read it again and again from the Scriptures, from the child's leaflets, and from a good Bible story book. That reminds me of such a book that I saw recently, a collection of over two hundred Bible stories, beautifully and authentically told for young children. It is *Marian's Big Book of Bible Stories* by Schoolland. I plan to get a copy for our department.

There are fifty-three Sundays in 1950. Since the additional Sunday comes in this quarter, we will have a little more time for the Christmas unit. That is good. There are so many extras during Advent that we sometimes have to sacrifice some of our teaching time. The additional Sunday will give us an opportunity to review the entire unit, and give it a continuity that will make it seem like the one long story it really is, rather than five short narratives.

"Well, that's what is in store for us. It's up to us to make the most of it." And with that remark one Kindergarten superintendent concluded her preview of plans and materials for beginning a new Sunday school year.

Helps for Primary Teachers

Christian Growth Series, Primary I, First Quarter

By ERNESTINE SANDEN

Assistant to Director, Board of Parish Education
Augustana Lutheran Church

PRIMARY TEACHERS, let us be prepared for the opening of the fall quarter! Let us gather around the Bible with our church school materials and prayerfully begin our study. We dare not neglect our own devotional meditation on the Biblical basis for each and every lesson.

UNIT A. WHAT'S IN THE BIBLE

Lesson 1

What Do We Know About the Bible?

Outstanding in this lesson is the "Planning for Worship." It will do much to make the new pupils in the department feel at home. Make definite plans for this, having well in mind what you want in this worship. Outline it on a blackboard or large sheet of paper:

OUR WORSHIP FOR TODAY

Quiet Music
Song
Scripture Reading
.....
Prayer
The Lord's Prayer. In unison.

Song
Offering (Taken and dedicated.)

Fill in the children's suggestion's "Planning the Worship" is not to take the place of the worship. When the planning is complete the worship can begin. No new songs will be used.

In large departments it is profitable to have one teacher responsible for the worship throughout a unit. It does much to train leadership. She can arrange for suitable pictures and other worship supplies during the unit. *Make the worship part of the lesson.*

The Class Work. In Lesson 1 the major part comes in the *conversation*. *Talking Together and The Story* (leaflet) are introductory. Give most of your time to the *conversation* using Bibles. List Bible heroes and stories of Jesus with references on a sheet of paper so that the work will move faster.

Memory Work. Begin the Ten Commandments and use the Bible verse suggested. 9x12-inch Commandment cards would aid in

teaching. If copies of the required memory work are sent home, most of us find that parents co-operate.

Closing. Let us train our children to wait for the *benediction* of God before they leave the church school. Make the closing reverent, not long. A unison review of memory work, one song such as, "Father, Bless Each Little Child," with AMEN and the *Benediction* prayed together, is sufficient.

Lesson 2

The Bible Jesus Used

Worship Suggestions. Large printed chart of Bible passages for group use, leader using the Bible. Teach a new Bible song before beginning the worship. Printed charts of all new songs aid the process of learning.

Classwork Suggestions. "Talking Together and "The Story" (leaflet) give the information about the Bible Jesus used, so the suggested "Activities" can be enjoyed. Dramatization of synagogue school is simple and good. Second and third graders can easily make their needed scrolls. First graders must be given prepared copies and helped to learn them so they can take part without embarrassment. Use the dramatization in closing memory verse review.

Lesson 3

The Bible Tells of Jesus

If the lesson is carried out as outlined it will be extremely interesting. Necessary to the interest of the children is the globe and pictures of foreign children. Pictures can be found in magazines and leaflets. Sets can also be purchased from your publishing house or missionary society headquarters. Provide for a means of preserving the pictures collected. Your department will soon have a usable collection.

Memory Work. Continue the Commandments, see "Additional Suggestions."

Lesson 4

The Bible Tells of Jesus' Friends

Very usable material in any size school. Bibles and globe are necessary materials.

Activities. Games should be fun. Teachers should prepare several puzzles to give children who can not think of one. First-graders will need this. Pencils and crayons are needed for the activity work on page 4 of the leaflet. The Fourth Commandment fits into this lesson in addition to the suggested Bible verse.

Additional Suggestions are good. Use leftover leaflets, Be-

ginner and Primary, if you wish to make the booklets.

Lesson 5

The Bible Helps Us to Be God's Children

Worship. The worship leader should give the introduction as a talk. Primary teachers who do not have opportunity for separate worship will find this material excellent introduction to their lesson. *Classwork Suggestions.* Traffic signal motivation is interesting for children.

Have it made beforehand by a pupil or teacher. *Talking Together* and *The Story* (leaflet) lead up to *Conversation* about the Commandments and the Beatitudes. Spend the most time on this conversation leading into the *Memory Work*, Commandments and Bible verses, and to the *Activities*, making posters about God's rules. In smaller groups each pupil makes a poster. In departments one poster can be made in each class. Plan so the subjects are not duplicated. Use the posters for a closing review.

Lesson 6

Remembering Bible Verses and Stories

A review of the unit, Lessons 1 to 5. Choose one of the projects to use in this review. Lessons 1

and 3 seem best for thorough review. It is possible to build a review around the booklets, posters, and pictures made and gathered during these lessons. The writing of *A Story of the Bible* would be a good review if the teacher prepares an outline of questions to guide the children. It will probably be best for the teacher to take dictation from the class and compose their story as they answer the guide questions. The *Worship* can be a review of *Memory Work and Songs*.

UNIT B

WE LEARN HOW WE SHALL PRAY

Lessons 7 to 9

Here are three fine lessons in which all suggestions are usable even in the smallest school.

Plan to carry out a devotional Bible study using the *Biblical Basis* for this unit. Study Part III of Luther's Catechism in preparing yourself to teach these young Christians to pray.

Lesson 7

How We Speak to God

Prepare and use the Bible verse posters. The *Worship* leader may get these ready beforehand. *The Memory Work* and *Activities* are based on these. Continue the work on the Commandments.

Lesson 8

We Write a Thank-You Prayer

It is practical to use the writing of a thanksgiving psalm as a group project at the close of the session with the unit leader or departmental leader in charge. Prepare a blackboard or large sheet of paper with the repeated response and lines for printing the statements of thanksgiving composed. If the lesson is well taught the children will be ready to contribute. Mimeographed sheets can be prepared like the large chart. All the older children can copy their "Psalm of Thanksgiving" very quickly and the teachers of the younger children can use carbon paper to make copies for their classes.

Lesson 9

Talking with God the Father in Prayer

Review the *Biblical Basis* for Lessons 7 and 8, and study those for this lesson. *Worship* suggests that children be asked to read Bible verses. This is an excellent practice and can be made easy for the children if the verses are printed for them. The copy can be placed in the Bible from which the child reads. In the *Conversation* about prayer, The Lord's Prayer could be profitably used as an outline. Primary children repeat this prayer so often that it

would be well to discuss it with them and help them use it as a guide for their other prayers.

UNIT C

GOD'S MESSAGE TO US

Lessons 10 to 13

Now is the time to think of Christmas. The Children's Christmas Service plans must be complete before beginning this unit of study. It should come from the lesson materials or be introduced into the plans for these Sundays before Christmas. No good teacher wishes to neglect the classwork to prepare the Christmas or any other program. By careful planning it is possible to have both a good Children's Christmas Service and an excellent pre-Christmas unit.

Some schools have separate departmental programs, while others have all departments represented in an all-school service. Whatever the practice, the Primary Department teachers will find it best to prepare a Christmas Worship in which the Scripture passages, songs, prayers, and poems for the public Sunday school service are used. Use it every Sunday as departmental worship. Make large printed charts of the Bible passages, songs and the outline of the worship. Lead the school through this worship even before memorization.

In large groups choral reading and group singing must be used to give all a part. Copies of the memory work each child is to do, including songs, should be sent home at once. Parent co-operation is the answer.

If an explanatory note is sent to the parents most of the children will take their parts very well the next Sunday. With the use of this planned worship each Sunday the Christmas service can be ready without a special practice or with one such rehearsal.

Let us keep the theme of this pre-Christmas unit before us, God's Message to Us. To do this the Bible story and selected Bible passages for memorization must have first place in every lesson. Holiday traditions can be used if they emphasize God's message. Primary children with ease and pleasure can memorize the Biblical account of the birth of Christ.

The first part of the Second Article of the Apostles' Creed can be woven in as memory work.

A Booklet

In connection with the memorizing of the Christmas story from the Bible, each child could make a booklet. If sheets are prepared with the Bible passages printed on them the children can be led to study them as they illustrate them. Pictures can be easily found if you do not wish the children to do their own illustrating.

The room should be attractive at Christmas, but it is doubtful that the majority of our schools have time to do this during the Sunday school hour. This could be done by a volunteer group of pupils and teachers directed by the unit or department leader. Even the decorations should contribute to the theme of the unit, God's Message to Us.

Forgiven

O blessed word of wondrous worth,
Best word to mankind given!
The secret of true joy on earth,
The earnest of God's heaven.

You ask: What is that blessed word
Which can a human heart so gird?
Ah, list! It is: "Forgiven."

VICTOR E. BECK
from *Faith Has Eyes*

Helps for Teachers of Juniors

Christian Growth Series, Junior I, First Quarter

By ELLEN M. OSTEN

Staff, Board of Parish Education, American Lutheran Church

YOU WANT your juniors to have a good background of Old Testament stories. Then you should be happy to teach this quarter's lessons, for its purpose is to acquaint the juniors with the story content of the Old Testament, chronologically presented. You will want to study carefully the first pages of your Teacher's Guide for it gives you the plan and the content of the quarter's work. You will agree that when this quarter's work is completed, each junior should have a good understanding and knowledge of these stories.

Many of the stories will already be known to the junior. Stories of the Creation, the Fall, the Flood, events from the lives of Abraham, Isaac, Jacob, and Joseph, as well as the stories of Moses and the Giving of the Ten Commandments have been used in the Primary and Kindergarten Departments. This quarter then will afford an opportunity for an intensive and connected

study of these stories. Each junior should have his own Bible, Study Book, a notebook and pencil.

Covering the Work

Use the Bible in each and every lesson. Notice the suggestion in Lesson 1. If time does not permit having each pupil look up each Bible verse, assign one or two different Bible verses to each pupil. Each pupil may then report to the entire class and the story completed, blanks filled, questions answered, or whatever work is called for. This method may be used throughout the quarter and will make it possible to cover the work in a short space of time.

The juniors should be encouraged to have notebooks. Each pupil may design his own. Have them keep a record of each person they study. Encourage them to write short paragraphs of things they want to remember about these Bible people. Juniors enjoy working puzzles, and the pupils might

write brief descriptions of Bible people they have studied, letting the class guess who is being described. Help the juniors to understand the plan of the lessons as outlined under the table of contents in their Study Book. Let them use the same divisions in their notebooks. Thus, under Unit A, *The First Bible People*, have them list the names of Adam, Eve, and Noah. They may want to add other names such as Cain and Abel, and the names of Noah's sons. Encourage them in this. The juniors may want to do some of this work at home since there will not be enough time on Sunday morning to cover all the stories. Why not have pupils bring in brief reports to give to the class. Stimulate enthusiasm in finding out all they can. *Remember that you are building the background of Bible knowledge which the juniors will need when they enter the catechetical classes later on.*

Map Work

Study the suggestions given in the Teacher's Guide for the work on the three maps. These suggestions are excellent and juniors will enjoy carrying them out. Perhaps one or two assignments could be completed each week. It would be helpful to have a map of the world or a globe on which this section of

the world could be outlined with colored crayon. Interesting pre-session activities can be carried on by studying the large map and completing the pupils' maps. It would help create interest to have on hand a Bible atlas containing pictures and maps. A copy of Halley's *Pocket Bible Handbook* would provide additional interesting information about the Bible lands and archaeological discoveries that have been made. The fact that these explorations are still going on today will stimulate the junior's interest and prove a fascinating study. Pictures, books from the public library, or a trip to a near-by museum will help enrich the Sunday morning's session and provide experiences not easily forgotten.

Available for this quarter's study is a sixteen-minute sound film by Church-Craft entitled "Abraham's Faith." This is also available as a filmstrip having forty frames and priced at \$3.00. The Foundation Films have a twenty-minute sound film, "Birth of Moses." A set of eight slides, 2x2, No. 012, entitled "Abraham and Isaac," is priced at \$4.80. Another sound film which might be used is "Cain and Abel," which is twenty minutes in length. Be sure that these materials are used prop-

erly that the pupils may derive the most benefit from these aids.

An Additional Lesson

The last two lessons in this quarter are the stories of the birth and boyhood of Jesus. Please notice that this quarter has fourteen Sundays and since there are thirteen stories to a quarter it will be necessary to plan for an additional lesson. Why not use Lesson 12 for December 24 and Lesson 13 for December 31? That means you will need a lesson for December 17 as Lesson 11 will be used on December 10. Why not have a review on December 17, and in this review show how all through the Old Testament we find promises concerning the coming of God's Son?

In the first lesson, John 3. 16 was used. Have the pupils recall the first promise God made concerning a Saviour in Genesis 3. 15. Call their attention to the promises made to the patriarchs: to Abraham, Genesis 12. 3; to Isaac, Genesis 26. 4; to Jacob, Genesis 28. 14. Show them that the Saviour was to come from the tribe of Judah, Genesis 49. 10; that Moses spoke of His coming in Deuteronomy 18. 15, 18, and that Jesus spoke of this in John 5. 46. In Isaiah 9. 6-7 we learn that the

Saviour is to come from the house of David and the prophet Micah spoke of His birthplace in Micah 5. 2. Help the juniors to see that God worked through the people of Old Testament times to carry out His plan for all people.

Since this is the season of Advent why not make this a rich experience by having the juniors present some of the things they have learned at the worship service on the following Sunday? They might make a large Advent wreath, place it on a table, and have a number of red and white candles on the table. As one reads a prophecy, a candle could be lighted. When all the candles have been lighted, the Christmas story from Luke 2 could be read. Suggest that each home might have an Advent wreath or an Advent candle which could be lighted each evening as these Bible passages are read. The entire family could join in the singing of Christmas carols and learning the Christmas story from the Gospels.

Catechism

Included in the memory work for this quarter are various sections of the Catechism. The First and Second Articles of the Apostles' Creed should be studied. The beautiful filmstrip, "Crea-

tion," should be used both for the memory enrichment and for the first story of the quarter. You may want to use the filmstrip again when you review the eleven lessons.

As a suitable close to the quarter's work do make use of the Psalm verses suggested in Lesson 1. Psalm 136 is a fitting hymn of praise for the juniors to know and to use.

Helps for Teachers of Intermediates

Christian Growth Series, Intermediate I, First Quarter

By ALBERTA PETERSON

*Assistant to the Director, Board of Parish Education,
Augustana Lutheran Church*

ORDINARILY we think of a diary as a post-mortem account of days that have gone to their rest. However, the diary we present here is a shade different. It is an enumeration of intentions for Sundays to come. It is addressed to those teachers who will be teaching the *Christian Growth Series, Intermediate I, First Quarter*.

The quarterly is entitled *We Obey and We Believe*. This book and its successor, *We Have Fellowship With God*, provide the intermediates with six months of catechetical work. Since the period of confirmation instruction occurs in the intermediate years, these two quarterlies give marvelous opportunity for the type of

background and drill which every pastor appreciates when confirmation instruction begins.

And right here, we feel, is occasion for a word of caution. These lessons covering the Catechism are mighty essential to every young Lutheran, but they are the very lessons which may easily become drab and monotonous if the teacher fails to exercise great care. While the reins of memory work are held tightly, the teacher needs to use all her ingenuity to keep her procedures fresh and inviting. This thought need not frighten the intermediate teacher because there is a reservoir of good helps in the Teacher's Guide. To point up those suggestions as well as to offer a few additional ideas for

development, this diary of intentions is submitted.

Lesson 1

I just finished skimming the lessons of this quarterly. In the Contents I observe no *unit* divisions. However, the lessons group themselves naturally into: Lessons 1-3 (Commandments 1-3) which will be Unit I; Lessons 4-10 (Commandments 4-10) which will be Unit II; and Lessons 11-13 (The Creed) which will be Unit III.

It will pay dividends to spend *extra* time in motivating this first lesson on the Commandments. From newspapers I shall make clippings and mount them. Each clipping will tell the story of someone who is in trouble as a law-breaker. In each instance, I will ask my intermediates to determine which of God's Commandments was violated. Of course, I shall black out all personal names.

The lesson presents the greatest choice of all life to the class: "Thou shalt have no other gods before me." We will discuss some teen-agers' "other gods" and include anything that blots out God.

Lesson 2

Our big project this Sunday will be to institute some method of Commandment drill. The

Teacher's Guide suggests flash cards. That is fine but I have another scheme which will pull reticent Jane into class activity. She will surely feel like a contributor if she brings one of those large wallpaper sample books from her father's shop. Week by week, the individual class members may be responsible for "entering in" each successive Commandment and its explanation on this turn-over chart. It will be constantly with us to represent the drill and review part of our lesson. Our first entries, of course, will be the First and Second Commandments. That brings us up-to-date.

Using God's name in vain. That is today's topic. These children are not shielded from the sound of God's name in cursing. After a general discussion of this sinful practice, we will each take as an assignment for the coming week the task of actually kindly cautioning someone who is breaking the Second Commandment. Next Sunday we will take time for a presession report on the results of this assignment.

Lesson 3

The introduction in the Study Book appeals to me. Throughout the land, church bells joyously proclaim each new Sabbath. Yet, if

those bells could *speak* the things they *see* on Sunday, what a sad story they would tell. We will have a frank discussion on how the Sabbath is spent. And before we grow critical of others, we will carefully examine our own Sabbath activities in the light of Jesus' teachings.

We will remember to add the Third Commandment to our chart and to consider its meaning.

Lesson 4

With the Fourth Commandment, we move on to the new unit, man's relationship to man.

I must remember that teen-agers generally resent the restraint which parents represent in their lives. That, in itself, is a potent wedge into the Commandment. It will give rise to wholesome discussion stemming directly from their lives.

Reformation Sunday. Already we have a crowded lesson, but I will not let the occasion go unnoticed. The name of Luther belongs in this quarterly which features the Commandments and the Creed.

Lesson 5

I neglected an important thought last Sunday. I must keep watch on it from now on. I mean that "second mile" interpretation that belongs to each of the Commandments. In the Fifth Com-

mandment we are admonished not to kill, but beyond that we are to act constructively toward our neighbor, to assist and to comfort him. That is living the Commandment as Christ taught us to live it. I pray God for special wisdom to get this important meaning across to the class.

Here is a chance to reach back into a junior quarterly for a bit of review. There was no hatred toward the Indians in the hearts of such men as John Campanius and John Conrad Weiser, early Lutheran leaders in America.

Lesson 6

Today we will hit the subject of boy-girl relationships as the intermediate sees them at school, at home, at church, and in sundry social situations.

I shall stress the Scripture reference in Corinthians, that we consider our bodies as temples of the Holy Spirit.

Lesson 7

We could use Sundays and more Sundays on this Commandment, "Thou shalt not steal." We must get at the intermediate heart of it and discuss the various degrees of stealing. How does Jesus view such practices as cheating on an exam or taking souvenirs from some famous place?

The Study Book features the

story of Naboth's vineyard. The children can be led to see that the incident has its counterpart in every modern day.

Lesson 8

We will not have time fully to consider each of the four Scripture sources recommended. However, I will be able to achieve all the aims through a single source, the reference to Matthew.

Managing our tongues is the core of the lesson. Once more I must impress that second-mile interpretation. Besides holding our tongues from evil we must find occasion for using our tongues in good sayings. It is the Thanksgiving season. Our voices should be raised in thanks-talking to God.

Lesson 9

The Ninth and Tenth Commandments are paired here for a study of covetousness. Out of Biblical background the class can cite persons guilty of the sin. There were Ahab, and Joseph's brothers, and Judas, and the Prodigal Son, and an ongoing stream straight into our very own Sunday school class.

We will take time to check and to discuss the collection of Scripture passages on pages 65 and 66.

Lesson 10

This lesson is really time out between the Commandments and

the Creed. It is valuable time for solidifying the previous lessons. We will take time to review the pages of our Commandment chart.

Our theme must be that sin brings evil consequences but that mercy is shown unto thousands who love God and keep His Commandments.

I have made the necessary preparations. All things are ready now to spend most of our period viewing selected filmstrips from the complete series on the Ten Commandments. This will be our review.

Lesson 11

This begins the unit on the Creed. I know these intermediates can recite the Creed perfectly. However, I am not taking for granted their *understanding* of the Creed. Using the blackboard, I shall break our Confession of Faith into the Three Articles. Beneath each heading we will write our understandings.

God, the Creator. I shall suggest a snow hike for next Saturday. A marvelous way to feel God's creative magnificence.

God, the Father. The children will thrill to the story of John Bartek as told on page 51. I will encourage them to tell similar true stories of faith.

Lesson 12

Christmas. A perfect time to add the Second Article to the Creed, to confess our belief in Jesus Christ, our Lord. We will continue our outline at the blackboard.

The Study Book reviews Christmas as it is observed in households A and B. As we take time to critically identify ourselves with either A or B, I shall try to move us toward a moment of spontaneous prayer when we ask God to help us reverently to celebrate Christmas.

Lesson 13

The Third Article requires that we study the Holy Spirit as the Third Person of the Trinity. I shall surely use the given case of Livingstone to illustrate how one man was guided by the Holy Spirit. Since it is vacation time, there may possibly be time for additional suggested readings.

That is a strong section in the Study Book on the proper use of talents. I will stress that. How could we better direct our thinking as we head into the year 1951?

Teachers of Seniors

Helps for teaching Christian Growth Series, Senior I, First Quarter will appear in the October issue.

A Promotion Day Service

By MRS. ELLA OSTEN

(On the altar or table place three tall candles of equal height, a white one at the left side, a green one at the right, and a yellow candle in the center and slightly forward of the other two. A cross may be placed at the center, back of the yellow candle.)

HYMN:

SUPT.: Today is our Promotion Day. We are getting ready for a new year of work in our Sunday school. We like our Sunday school for it is the place where we learn about God's love and care for us. Every Sunday morning many people, men, women, and children come to our Sunday school. Many teachers are busy during the week preparing lessons which they will teach. Many officers are also working to make our school a good school. Many children hurry to Sunday school every Sunday morning. These people are all helping to make our school a good school. God is happy, too, when people come to learn His Word and to worship Him. I want to read you something from the Bible which tells us that He wants us to come and learn His Word.

"Gather the people together, men, and women, and children, and thy stranger that is within thy gates, that they may hear, and that they may learn, and fear the Lord your God, and observe to do all the words of this law: And that their children, which have not known any thing, may hear, and learn to fear the Lord." *Deuteronomy 31. 12-13.*

We are happy that we have our Sunday school and the many people in our school. On this our Promotion Day we want to think of the good work they are doing. They are keeping the Light of God's Word shining brightly. Let us light this candle of joy for all who come to our Sunday school regularly and help to make it a good school. (*Light white candle.*)

But this morning we have some new people in our school. Some of them are coming to Sunday school for the first time.

(*Nursery class: The nursery teacher or superintendent may light a smaller white candle and place it near the tall white candle and say, "We have — children who are starting Sunday school today." A small white candle may be lighted for each additional new class, such as a new adult class, teacher-training class, or any new class which has been formed. The*

small candles may be placed in a semicircle around the tall candle. If the school is small and this plan is not feasible, two small white candles, one for new girls, the other for new boys entering the school may be lighted. A candle might also be lighted for new teachers and officers. Attention might also be called to entire families attending Sunday school. Adapt this idea to your local situation. The superintendent may welcome all newcomers or a welcome song may be sung.)

HYMN: "Jesus Calls Us." First stanza.

SUPT: Since we are beginning a new year of work many people in our Sunday school will be going into a new department. They have finished the work in one department and are ready to be promoted. They are growing up and are ready for some new work. We will light this green candle in their honor.

(*Light tall, green candle on altar. A smaller, green candle should be lighted from the tall candle and placed around the tall candle for each class being promoted. As the candle is lighted, the class may stand. A teacher may light the candle for the nursery class being promoted to the kindergarten department. A pupil might be chosen from each of the other departments to light a candle for the class. Each one might say,*

"Our class is being promoted to the ——— department.")

HYMN: "Let Me Learn of Jesus." First stanza.

SUPT: Now we come to our third candle. It is the color of gold. Gold is God's color. This gold candle would tell each one of us how we can show our thankfulness to God for all He does for us. The candle says, "Serve God with all your heart." We want to serve God. We can serve Him in everything we say and in everything we do. We can serve Him everywhere, in our homes, in our church, and every day in our work. As we learn His Word we will want to obey His Word. We can serve Him by coming regularly to Sunday school and church to learn His Word and to praise Him. We can serve Him by inviting others and helping them to learn His Word. Let us stand as I light our candle of service. Then let us all join in Psalm 100 which invites us to serve God.

All stand, candle is lighted.

PSALM 100. In unison.

HYMN: "Jesus Calls Us." Third and fourth stanzas.

PRAYER: Heavenly Father, we thank Thee that we may come together to study Thy Word. We are thankful for the many people in our Sunday school. Bless each

one of us, we pray Thee, and guide the teachers and pupils in their work. Strengthen us with Thy Spirit, and grant our prayer for Jesus' sake. AMEN.

Activities in the Field of Parish Education

By I. O. NOTHSTEIN

Suggestion Worth Passing Along. Members of the Young Married Couples Class of Redeemer Church (U. L. C.), Atlanta, Ga., hold a "Home of the Month" party every thirty days, i.e., they provide a house-warming and home-dedication service for new homes purchased by members of the congregation. Members of the class and their families surprise the new-home family with presents, and a social hour follows with the dedication service performed by the pastor.

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Sunday School Embarrassed for Room. The Sunday school of St. Luke's Lutheran Church (U. L. C.), Waukesha, Wis., reports that it recently passed the 500 mark in enrollment and has a staff numbering seventy-six. It has grown so fast that the congregation has had to make use of five additional buildings besides the church to take care of the classes.